The Divine Gift of Forgiveness
Teacher Material
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# Reading Schedule

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Introduction to Teaching the Course

Welcome to The Divine Gift of Forgiveness course! At the beginning of his book by the same name, which is the text for this course, Elder Neil L. Andersen of the Quorum of the Twelve Apostles wrote:

My sincere hope is that through this book, The Divine Gift of Forgiveness, you will again feel, as you have already felt, the priceless love your Heavenly Father and His Beloved Son have for you, and that Their love will encourage you to move even more conscientiously toward Them. ("Introduction," The Divine Gift of Forgiveness [2019], 1)

Purpose of the Course

This course is intended to help students feel God’s love and come closer to their Savior Jesus Christ through a deeper understanding of repentance and His gift of forgiveness. As a result of this course, students should be able to

- explain what repentance is, why they should repent, and how to repent;
- identify barriers to repentance and forgiveness and how to overcome them;
- recognize how, and from whom, forgiveness of sin comes;
- feel increased faith and trust in Heavenly Father and Jesus Christ and have a greater desire to repent; and
- answer questions about repentance and forgiveness by turning to the words of scripture and the prophets.

Preparation for Class

The reading material for both teachers and students is the book The Divine Gift of Forgiveness, by Elder Neil L. Andersen of the Quorum of the Twelve Apostles. Local S&I areas are responsible for purchasing books and distributing them to teachers and students. Please refer to the following web page to learn how to place book orders: https://office365lds.sharepoint.com/sites/si/SitePages/Order-the-Divine-Gift-of-Forgiveness-Book.aspx

To help students prepare for their learning experience together in class, give them a reading schedule, such as the one found earlier in this manual. You might also find ways to interact with students throughout each week to encourage their preparation. For example, you could send them some of the questions found in the “For Next Time” sections of the lessons. Sending students a reminder or a question to come ready to discuss in class can encourage them to study and ponder the topic throughout
the week. Expect students to come prepared. Their preparation will help them have a more meaningful learning experience.

Teacher Material

Each lesson from the teacher material contains several ideas for learning activities. You and your students may not have time in class to do each activity. Please focus on your students’ needs and questions rather than trying to cover all of the material.

The teacher material is designed for 90-minute class experiences, one lesson per week over 14 weeks. If you are teaching 28 lessons during the semester, you might split the teaching suggestions for each week in half. You will notice that each lesson has a main section break in the middle, but you are welcome to split lessons however you feel would most benefit your students.

Credit Requirements

To receive credit toward institute graduation for this course, students are required to

- study 75 percent of *The Divine Gift of Forgiveness*,
- attend 75 percent of the classes held, and
- complete one of three learning experiences: keep a study journal, write responses to three essay questions, or design and complete a learning project (with teacher approval) of their own that is related to the content of the course. Find more details here: ChurchofJesusChrist.org/si/institute/learning-experiences

One learning experience students could complete would be to create a list of common questions related to repentance and forgiveness. (This could be done as a class at the beginning of the course.) Then throughout the course, a student could collect excerpts from Elder Andersen’s book and statements from the scriptures and Church leaders that help answer the questions. This could be a helpful resource for a student throughout his or her life.
WEEK 1 TEACHER MATERIAL

The Gift of Repentance and the Joy of Becoming Clean

Welcome to The Divine Gift of Forgiveness course! As a result of this first lesson, students should be able to express why they need to repent and the joy that comes from the gift of repentance. They will also be invited to make a plan for daily repentance.

Ideas for Teaching

INTRODUCTION
The Savior’s divine gifts of repentance and forgiveness are certain for those who come unto Him with full purpose of heart.

• You might begin class by showing the video “Welcome to the Course: Introduction” (1:22), in which Elder Neil L. Andersen of the Quorum of the Twelve Apostles welcomes students to the course and gives them a promise. Consider inviting students to share their thoughts about the video or what they are looking forward to in the course.

• You may want to invite students to look for teachings in the following scripture passages about why we should repent: Helaman 5:10–11 (to be redeemed); Mosiah 27:24–26 (to be changed); 3 Nephi 9:13–14 (to be healed); Alma 13:10–11 (to be cleansed). You could also set this activity up as a role play and invite students to take turns asking, “Why should I repent?”

• Consider reading paragraphs 9–10 of the introduction (which begin with “Repentance is not punishment . . .”), and invite students to share what impressed them about these paragraphs.

• Read paragraphs 4–5 of the introduction (which begin with “The blessing to repent . . .”), looking for Elder Andersen’s promise. Help students identify a truth similar to the one in the heading for this section. You may want to invite students to share their thoughts or feelings about this promise.

• You may want to review paragraph 16 of the introduction (which begins with “My prayer is . . .”) and then ask the following questions:

  ◦ What do you acknowledge, admire, or adore about Jesus Christ?
Which of His characteristics do you most want to emulate?

Forgiveness is a gift, and the only one who can give the gift is the Redeemer and Savior of the world, Jesus Christ.

- Consider inviting students to read paragraph 11 of the introduction (which begins with “The divine gift . . .”) and to identify a truth similar to the one identified in the heading for this section. (See also Ephesians 2:8.)
- Consider discussing one or both of the following questions:
  - Why do you think it is important to understand that our “personal effort, no matter how great, pales in comparison to the cost of redemption”? (paragraph 11 of the introduction).
  - In what ways has forgiveness been a gift to you from a loving Heavenly Father and Savior? (You may want to invite students to answer this last question in pairs or small groups.)
- You might read Elder Andersen’s testimony in the final three paragraphs of the introduction. You could then invite students to share any thoughts they would like to about Elder Andersen’s testimony.

CHAPTER 1
Jesus Christ has the power to make us clean.

- Consider inviting students to share what they enjoyed most about chapter 1, any of their favorite passages, or any questions they have about what they read.
- You might ask students to think of a time in their lives when they became physically dirty. Ask a few students to share their experience and what it was like to become clean again. Consider inviting a student to read or summarize the first five paragraphs of chapter 1, where Elder Andersen describes an experience where he became very dirty and the relief of being clean.
- Consider watching the video “With God All Things Are Possible” (1:27) with students. Invite students to watch for the comparison Elder Andersen makes between man’s ability to cleanse things physically and God’s ability to cleanse people spiritually. You could then read together the first four paragraphs of the section “The Only Way to the Joy of Knowing Our Savior Jesus Christ” in chapter 1. You might help students identify a truth similar to the statement in the heading for this section. (See also Isaiah 1:18.)
- Consider discussing one or more of the following questions:
  - What does it mean to you to know that even if it seems impossible, the Savior can help you become spiritually clean?
  - When have you seen evidence that this miraculous change is possible with God?

The Lord will reveal, in answer to our prayers, where our repentance should be focused.

- Consider reading or reviewing paragraphs 5–10 of the section “The Only Way to the Joy of Knowing Our Savior Jesus Christ” in chapter 1 (which begin with the words “Remember Alma’s feelings as he . . .”). These paragraphs recount the feelings of Alma the Younger after he repented for his serious sins (see Alma 36:16–21). Invite students to share and discuss any of Elder Andersen’s teachings in those paragraphs that stood out to them. You could ask:
  - Why do you think it’s important to understand that for most of us, repentance is a “step by step, inch by inch” process? (paragraph 10).
- Read paragraphs 12–13 of the same section (which begin “We must become . . .”), and invite students to identify a truth similar to the statement in the section heading above. (See also Ether 12:27.) You might invite students to share
examples of ways the Lord has helped them know how they could improve. (Focus on how this knowledge was communicated rather than on specific improvements students were encouraged to make.)

- Consider reviewing paragraphs 14–19 (which begin “Honesty in our prayers . . .”) in the same section of chapter 1 (“The Only Way to the Joy of Knowing Our Savior Jesus Christ”), and invite students to share what stood out to them about Elder Andersen’s teaching in this passage.

- Invite students to write a plan for how they will improve their efforts to repent daily. You could invite them to ponder the following questions to help them with their plans:
  
  ◦ What will I do so that the Lord will reveal to me where my repentance should be focused?

  ◦ What will I do if the Lord prompts me to make changes that I don’t want to make?

  ◦ How will I go forward “inch by inch” as I strive to repent daily?

- If time permits, you may want to invite a few students to share something from their plans that they think might be beneficial for others in the class to hear.

For Next Time

Encourage students to study chapters 2 and 3 in preparation for the next week. In chapter 2, Elder Andersen shares several experiences of others related to repentance and forgiveness. You might encourage students to identify from these accounts truths that are meaningful to them, write them down or record them digitally, and bring them to the next class. You could encourage students to ponder as they study chapter 3 the following question: What examples have you seen of the truths Elder Andersen teaches in this chapter?

Note: You could use the “For Next Time” section at the end of each class to encourage students to prepare for the next class. Or you could use it to create a prompt that you send to students during the week to help them prepare for the next class.
Week 2 Teacher Material

True Experiences with Repentance and Forgiveness

In this lesson students will identify several principles related to repentance and forgiveness based on the true experiences recounted by Elder Andersen in chapter 2 of *The Divine Gift of Forgiveness*. They will share how studying these stories affected them and will write about how the principles they identified can apply to their own lives. Students will also discuss ideas and attitudes about repentance that are common in the world today. They will be invited to share how the Lord has offered them additional assistance and strength in their efforts to repent.

Ideas for Teaching

**Chapter 2**

We can learn valuable principles about repentance from the experiences of others.

- Consider giving students five minutes to read or review some of the examples of repentance in chapter 2.
- Invite students to share which experiences from the chapter stood out to them the most and why. If you have a larger class, you may want to do this activity in small groups to allow more students an opportunity to share. You might share the video “There Is Always a Way Back” (2:21) as an example of a truth that can be identified from the experience of Bishop Robert Walker shared in chapter 2. (One truth that we can identify from Bishop Walker’s experience is that there is always a way back to God.)
- As students discuss the experiences from the chapter, consider asking some of the following questions (or invite students to discuss the questions in their small groups):
  - What gospel truths can we learn from that experience? (If students have a difficult time identifying truths, you might invite them to review the list of truths in the first paragraph of the chapter to see if one of the truths listed fits that experience well.)
  - Why do you feel this truth is important to understand?
  - What can we learn about Heavenly Father and Jesus Christ from this experience?
- After completing this activity, consider discussing some of the following questions as a class:
TRUE EXPERIENCES WITH REPENTANCE AND FORGIVENESS

○ How has repentance blessed your life or the life of someone you know?

○ What accounts from the scriptures have inspired you to repent?

○ How have you seen any of the truths we have discussed today demonstrated in your own life as you have repented?

- You might also share the video “Preston’s Story” (3:43) and invite students to think about the power the Savior has to heal us no matter how broken we feel.

- You might invite students to write down anything they feel prompted to do. You could also invite them to record how God has strengthened them in their efforts to repent and helped them to feel forgiven.

CHAPTER 3

Many people today ridicule the idea and practice of repentance.

- You might invite students to share what stood out to them as they read chapter 3. Invite them to share what Elder Andersen taught about attitudes toward repentance. You might also read the last paragraph in the section “Today’s Environment” (which begins “In today’s environment . . .”) and help students recognize that some people may not understand or may even ridicule their desire to change for the better.

- You may want to show the video from Elder D. Todd Christofferson’s talk “The Divine Gift of Repentance” (view from time code 1:30 to 3:47) and discuss the difference between a positive attitude toward repentance and a negative one.

- Consider discussing one or more of the following questions:

  ○ When have you seen the kinds of negative attitudes toward repentance that Elder Andersen and Elder Christofferson identified?

  ○ Why do you think some people neglect repentance or feel it is outdated? (Consider discussing some of the reasons Elder Andersen gave in the first two sections of the chapter. You may want to discuss Alma 30:13–18 and Doctrine and Covenants 101:8 and how they relate to those teachings.)

  ○ What might you say in response to a friend who expressed negative feelings about repentance?

As you seek repentance through Heavenly Father and Jesus Christ, They will give you strength to keep the commandments.

- Consider inviting students to share anything that gave them hope and encouragement from the last section of the chapter, “An Essential Part of God’s Plan.” (Students may need to take a minute to review their notes or markings from the section.)

- Help students identify a principle similar to the statement in the section heading above (see the third paragraph of the section “An Essential Part of God’s Plan”).

- You might discuss Elder Andersen’s teachings in the second paragraph of the section “An Essential Part of God’s Plan” by asking: What are some ways you have experienced the Lord’s “compensatory spiritual power”? (It might help to explain to students that this phrase means that as the world gets more wicked, the Lord blesses the righteous with more spiritual help.)

- Consider discussing one or both of the following questions:

  ○ How has the Lord lifted and comforted you as you have repented?

  ○ How has He helped you to deflect or overcome ideas or attitudes that mock repentance?

- Consider giving students a few minutes to write down any impressions they have had during class or during their personal study. Encourage students to pray for the Lord to strengthen them.
and give them hope as they continue to repent and improve.

For Next Time

Invite students to study chapters 4 and 5 of *The Divine Gift of Forgiveness* in preparation for the next class. Encourage them to come to class prepared to talk about what they learn. You might invite students to think about the following questions as they study:

- What can I learn about repentance from the example of the people of Ammon? What “weapons of war” (Alma 24:19, 25) can I bury to become more fully converted to the Lord?
- How do the teachings from chapter 5 help me to better see myself from an eternal perspective?
Abandoning Sin and Spiritually Awakening to God

In this lesson students will explore the Book of Mormon account of the repentant people of Ammon and their conversion to the Lord. Students will discuss how to abandon sin. They will also be invited to make a conscious effort to awaken unto God and come closer to Him.

Ideas for Teaching

CHAPTER 4
As we sincerely repent, the Lord will change our hearts and help us turn completely to God.

- Consider starting the lesson by asking students to think about sinful actions or thoughts that they might be having a hard time abandoning. You might even invite students to privately write these actions or thoughts on a paper and then fold the paper and hold on to it for later.

- Show Elder Andersen’s video “Scriptural Accounts That Teach Repentance and Forgiveness” (2:39) to remind students of some of what they read in chapter 4. Encourage them to listen for where they can find strength to abandon their sins and be freed from guilt.

- You might ask students what impressed them most about the Lamanites who were converted to the Lord after hearing Ammon and his brethren preach. Then consider reading the 10th paragraph of the chapter (which begins “This is a very important principle . . .”), and ask students why they think “going through a perfunctory list of things to do to repent” might not have a lasting impact on us.

- You could ask students why they think these Lamanites never fell away. (If needed, students could review paragraphs 11–13, which begin “A miraculous thing . . .”) You might share and then talk about the following statement by Elder Dale G. Renlund of the Quorum of the Twelve Apostles to enhance your discussion:

Being ‘converted unto the Lord’ [Alma 23:6] means leaving one course of action, directed by an old belief system, and adopting a new one based on faith in Heavenly Father’s plan and in Jesus Christ and His Atonement. . . .

. . . Internalizing such a commitment is a lifelong process that requires patience and ongoing repentance. Eventually, this commitment becomes part of who we are, embedded in our sense of self, and ever present in our lives. (“Unwavering
Commitment to Jesus Christ,” *Ensign or Liahona*, Nov. 2019, 22)

**Note:** This talk by Elder Renlund is another excellent resource for this lesson. Consider using portions of it in the next section as well.

You might also ask: How can being “converted unto the Lord” help with the challenge mentioned in paragraph 12?

- Read the first paragraph of the section “Burying Weapons of Rebellion,” and help students identify a principle similar to the statement in the heading above. Then invite students to review the list of descriptions of these converted Lamanites found in that same section (from Alma 23:7; 27:27–28). Invite students to share which of these descriptions stands out to them most and why.

Once we are cleansed of our sins through the blood of the Lamb of God, we must bury anything that takes us to the place we were before we repented.

- Consider inviting a student to summarize the story of the people of Ammon repenting and burying their weapons of war. You might also ask why they did it and what price they had to pay because of it. (See Alma 24:7–27.) You could then invite any students who are willing to share their thoughts or feelings after hearing this account.

- Ask: What can we learn about repentance from the example of the people of Ammon burying their weapons? (If needed, review from the section “God Takes Away Guilt through the Merits of the Savior” paragraphs 19–21 [which begin “The qualities that defined . . .”] to help students identify a truth like the one stated in the section heading above.)

- Consider inviting students to discuss one or both of the following questions with partners, in small groups, or as a class:

  - What might be some modern-day “weapons of . . . rebellion”? (Alma 23:7).
  - How have you seen those who repent bury their “weapons of . . . rebellion” today?
  - Invite students to ponder and write about or record on a digital device what they will do to strengthen their conversion and follow the example of the people of Ammon. Students might also find a later time to “bury” the papers they wrote on at the beginning of class as a testimony of their commitment to their plan.

  - Consider reading together paragraph 22 of the last section (“God Takes Away Guilt through the Merits of the Savior”), which begins, “Whatever our weapons of rebellion . . .” You might also invite a student or two to share their testimony of the Lord’s mercy and grace in helping them forsake their sins and become more converted to Him. (Remind students not to share anything too personal or sacred.)

**CHAPTER 5**

As we awaken spiritually to God, we recognize our divine heritage and the purposes of our life, which helps us move closer to Him.

- Consider inviting students to talk about what they think of when they hear the phrase “awakening unto God” (the title of chapter 5). Invite students to read paragraphs 4 (which begins “The scriptures use this . . .”) and 10 (which begins “Wherever we are . . .”) of the first section and identify a truth like the one in the section heading just above. You might then discuss this question:

  - How can understanding your divine heritage—who you really are and how Heavenly Father sees you—influence the way you see your life?

- You could show Elder Andersen’s video “Convinced of the Power of God” (3:09) to help students better understand the meaning of awakening to God.
After the video you might ask questions like the following:

◦ What does Elder Andersen say we need to be awakened to?

◦ How have you experienced an awakening to God in your own life?

◦ How can you accept Elder Andersen’s invitation to make a conscious effort to move closer to God?

When we understand who we really are, we live our lives differently.

• You might ask students to share what they know about their premortal life or share how the scriptures have helped them to understand who they really are. You might also ask students to share how their patriarchal blessings have helped them understand who they are and their purpose on the earth. (Take care not to ask students to share anything specific from their blessings.)

• Consider dividing the class into three groups. Invite one group to review the section “Our Heavenly Father’s Plan of Redemption” and another group to review the section “Premortal Council in Heaven.” Invite the third group to read the following scripture passages: Jeremiah 1:5; Revelation 12:9–11; Alma 13:3; Doctrine and Covenants 138:53, 56; Abraham 3:22–26. After sufficient time, you might then discuss the following question as a class: What did you read that could change the way you view yourself? You could also share this statement by Sister Michelle D. Craig, a counselor in the General Young Women Presidency:

![Image](https://via.placeholder.com/150)

Perhaps the most important things for us to see clearly are who God is and who we really are—sons and daughters of heavenly parents, with a “divine nature and eternal destiny” [Young Women Theme, ChurchofJesusChrist.org]. Ask God to reveal these truths to you, along with how He feels about you. The more you understand your true identity and purpose, soul deep, the more it will influence everything in your life. (“Eyes to See,” Ensign or Liahona, Nov. 2020, 15–16)

• You may want to invite students to review the last two paragraphs of chapter 5 (which begin with “The approach to . . .”) and share what impressed them about this passage. Consider inviting students to pray in the coming days for help to see themselves how Heavenly Father and Jesus Christ see them. Invite students to consider how their increasingly accurate view of themselves can help them awaken to God and desire to live their lives differently.

For Next Time

You might ask students how often they feel frustrated with themselves because of their weakness. Invite them to read chapters 6 and 7 of The Divine Gift of Forgiveness, looking for why we have natural weakness and why we need to be patient with ourselves and trust more in the Savior. You could also invite students to look for how experiencing remorse of conscience can be a good thing.
WEEK 4 TEACHER MATERIAL

Mortality and Remorse of Conscience

In this lesson students will discuss mortality and the natural temptations and tendencies that we experience in our fallen state. They will also discuss how repentance includes turning our whole souls back to God, meaning that we repent not only of our sins but of sinning in general. Students will be invited to record impressions they receive about repenting of both their sins of commission and their sins of omission and about turning more fully toward God.

Ideas for Teaching

CHAPTER 6
The Fall of Adam does not define us; it helps to refine us. It helps us yearn for a Redeemer.

- Consider inviting students to share insights they had while studying chapter 6. You might ask them what stood out to them or invite them to ask any questions they may have.

- You may want to show the video “We Have a Purpose Here” (2:55), in which Elder Andersen talks about us being far from our heavenly home. Invite students to consider why being away from our heavenly home is part of God’s plan. Give them a couple of minutes after watching the video to share their thoughts.

- You might ask students to respond to the following question based on what they learned from reading the first section of chapter 6: What are some of the challenges and opportunities the Fall of Adam and Eve introduced to the world? You may also want to list students’ responses on the board and ask: Why do we need opposition in this life? (See the section “Opposition.”)

- You might remind students that Nephi described himself as a “wretched man” (2 Nephi 4:17) and that King Benjamin encouraged his people to remember their own “nothingness” and unworthiness (Mosiah 4:11). You could ask students to think about when they may have felt particularly imperfect or “fallen” in these or similar ways. Invite a student to read the fifth paragraph in the section “The Fall of Adam and Eve” (which begins “You are now here on earth . . .”). Ask students what they learn about themselves from that paragraph. You might help them identify a truth similar to the one in the section heading above. Consider inviting students to read 2 Nephi 4:31–34 and Mosiah 4:2, looking for how
recognizing their fallen state led Nephi and the people of King Benjamin to rely more fully on Jesus Christ.

- You might also discuss Mosiah 3:19 in relation to this truth. Consider reviewing the sixth paragraph of the section “The Fall of Adam and Eve” (which begins “In understanding the Fall . . .”) and discussing why it might be important to understand that the “natural” evil spoken of in the scriptures does not mean that we are “inherently evil.” Consider discussing the following questions (in small groups or as a class):
  ° What difference might it make in a person’s life if they defined themselves using their divine heritage rather than their sins? How might this affect the way they treat themselves and others?
  ° How is the Savior currently helping you to overcome your fallen nature?
  ° Why do you think it’s important to understand that “repentance is not our backup plan; it is the only plan”? (paragraph 1 of the section “Repentance Is Necessary for All”).

- You might read the final paragraph of the chapter (which begins “I absolutely know . . .”) and discuss our need for a Redeemer and the hope the Savior offers through lifelong repentance.

- Consider discussing the following questions:
  ° Why do you think sin causes remorse of conscience?
  ° How is remorse of conscience a blessing to us when we sin?

- Consider reading together paragraphs 6–8 of the section “Sin and the Laws of God” (which begin “I have long appreciated . . .”). Or you might watch a portion of Elder David A. Bednar’s talk “We Believe in Being Chaste” (from time code 13:06 to 14:48) to further understand why remorse of conscience can be a blessing. Consider inviting students to share any insights they have after reading or watching.

- You may want to discuss this statement: “Good behavior, no matter how sincere and determined, can never erase the sins of the past” (from the second to last paragraph of the chapter, in the section “Sins of Commission and Omission”). You might also talk about how only true repentance can help us overcome guilt. You could then ask one or both of the following questions:
  ° Why do you think that good behavior cannot erase our sins?
  ° How does understanding this truth help us focus our repentance on the Savior?

- The last two paragraphs of the section “Guilt and Regret” (which begin “I have always taken . . .”) contain some prophetic statements that can provide hope to those who feel guilt and regret. You could also share the video “The Savior Wants to Forgive” (5:49). Consider inviting students to share their thoughts or feelings.

- You might begin this part of the lesson by inviting students to explain the difference between sins of commission and sins of omission. You might review the first two paragraphs of the
section “Sins of Commission and Omission” and invite students to share their thoughts or feelings about those paragraphs.

- Consider reading the first sentence of the fourth paragraph of the section “Sins of Commission and Omission” (which begins “One of the great-
est . . .”), and ask students to discuss the differ-
ence between attempting to repent of a sin and repenting of sinning. You might read the rest of that paragraph, as well as Omni 1:26, and invite students to identify a truth similar to the one stated in the section heading above.

- Consider also reviewing the fifth and sixth para-
graphs of the section “Sins of Commission and Omission” (which begin “President Spencer W. Kimball added . . .”), and invite students to look for how repenting of our sins of omission is nec-
essary if we want to offer our whole souls to God. You might also invite students to suggest other ways a person might offer his or her whole soul to God.

- You could invite students to read the last two paragraphs of the chapter (which begin “While overcoming sin may . . .”) and ponder how the Savior will help them as they turn their whole souls to God. Then provide students a few min-
utes to ponder and write impressions of what they need to do to better repent and turn more fully to God.

  Note: Before you end class, you may want to show the video “Building a Sure Foundation on Jesus Christ” (2:47), in which Elder Andersen talks about the process of writing chapter 8, which students will read prior to the next class.

For Next Time

Invite students, as they study chapter 8 in prepara-
tion for the next class, to mark or list in a journal anything they find about Jesus Christ that increases their desire to repent.

  Note: If you cannot show the video above at the end of class, you can send students a link to the video and invite them to watch it before the next class is held.
WEEK 5 TEACHER MATERIAL

Our Savior Jesus Christ

In this lesson students will consider how increasing their gratitude for Jesus Christ’s atoning sacrifice can increase their desire to repent of their sins. Students will also be able to explain how the Savior’s sinless life satisfied the demands of justice so we can repent. Students will identify reasons we should glorify Jesus Christ, and they will have the opportunity to express why we should anticipate the Second Coming with joy.

Ideas for Teaching

CHAPTER 8, PART 1
As we better understand and feel gratitude for Jesus Christ and His atoning sacrifice, our love for Him and our desire to repent will grow.

- You might begin class by showing a picture of Pontius Pilate presenting Jesus Christ to the multitude in Jerusalem. Invite students to explain the context of this scene and then read Matthew 27:22 together, looking for the question Pilate asked the multitude. Give students a minute to ask this question of themselves and consider their own thoughts and feelings.
- Or you could begin class by inviting students to share anything they read in chapter 8 about Jesus Christ that influenced their desire to repent. You could then invite a student to read the third paragraph of chapter 8 (which begins “I believe in Jesus Christ . . .”). Ask students what most impresses them about Elder Andersen’s testimony.
- You could invite students to review the eighth paragraph of the chapter (which begins “As we deeply . . .”) and help them identify a principle like the one in the section heading above.
• You could invite students to discuss the following questions (it might be helpful to display the questions so students can read them):

◦ How can deepening our understanding of Jesus Christ’s atoning sacrifice influence our feelings for Him? Why do you think this can increase our desire to repent?

◦ In the past, what have you done to deepen your understanding of and gratitude for the Savior’s sacrifice? (Or what could you do now?)

Because Jesus Christ lived a sinless life, He was able to satisfy the demands of justice.

• If students did not watch the video before class, you could introduce the rest of the chapter by showing “Building a Sure Foundation on Jesus Christ” (2:47).

• Consider reading the first two paragraphs of the section titled “His Sinless Life,” and invite students to look for what the Savior was able to do because He never sinned. Students may identify a truth similar to the one shared in the section heading above.

• You might discuss the following question with the class:

◦ Why did the Savior have to live a sinless life to satisfy the demands of justice?

• You might also read Mosiah 15:8–9 and Alma 34:16 as a class and talk about what these verses add to our understanding of this truth.

• Consider reviewing the third paragraph of the section “His Sinless Life” (which begins “C. S. Lewis expressed . . .”) and discussing the following questions:

◦ Why is it important to know that Jesus was tempted in every way but did not sin?

◦ What does this teach you about the character of Jesus Christ?

Because Jesus Christ took upon Himself our sins, sorrows, and sufferings, He understands us completely.

• You might invite students to read the third and fourth paragraphs of the section titled “Gethsemane” (which begin “Arriving at Gethsemane . . .”). Help students identify a truth similar to the one above.

• Consider reading Alma 7:11–13 to understand this truth better. You could also ask students to share how they have been blessed by knowing that the Savior understands everything they have suffered and are suffering.

CHAPTER 8, PART 2

The Savior’s Atonement began in Gethsemane, continued on the cross, and concluded with the Resurrection.

• Consider displaying pictures of Jesus Christ in Gethsemane, on the cross, and at the garden tomb. Ask students where the Lord’s Atonement took place.
• You might review together all or select portions of the first three paragraphs of the section “Crucifixion and the Cross” and help students identify a truth similar to the statement in the section heading above.

• Consider discussing one or both of the following questions (these could be discussed in small groups):
  ◦ Why might it be significant that the Savior most often “refers to His Crucifixion when speaking of His perfect Atonement”? (paragraph 3 from the section “Crucifixion and the Cross”).
  ◦ What do you learn about (or learn from) the Savior as you think about His atoning hours?

• You may want to have students (perhaps in their small groups) read Elder Neal A. Maxwell’s statement in the last two paragraphs of the section “Crucifixion and the Cross.” You might then give a few minutes for students to express their gratitude and feelings about the Savior’s atoning sacrifice. (If no students volunteer, you could share your own thoughts and feelings on this topic.)

The Resurrection of Jesus Christ redeems all of God’s children from death and brings us back into God’s presence.

• Consider posing this question to the class: What truths about the Savior’s Resurrection increase your desire to repent? As needed, help students identify and understand the truths mentioned in the first four paragraphs of the section titled “His Death and Resurrection.” One truth students might identify could be similar to the one found in the section heading above. To understand this truth better, you could read and discuss Helaman 14:15–17.

• You might also ask this question: What truths about the Savior’s Second Coming increase your desire to repent? You could use passages from the last section of the chapter (see “His Promised Return”) to enhance the discussion.

• You may want to conclude this lesson by sharing or inviting students to share testimony of Jesus Christ’s life and Atonement.

For Next Time

Encourage students to consider the following questions in preparation for next week:

• What does it mean to have faith in Jesus Christ? What does faith in Jesus Christ have to do with repentance and forgiveness?

• How can I increase my faith and capacity to repent and feel forgiven?
WEEK 6 TEACHER MATERIAL

Faith in Jesus Christ and Forgiveness through Him

We could all benefit from having a greater ability to stop sinning and truly repent. Many also have a deep desire to feel forgiven of our sins. In both cases, faith in Jesus Christ is an important first step. In this lesson students will have the opportunity to explain why faith in the Savior is a necessary condition of repentance and forgiveness and to discuss and plan how to nurture their own faith in Christ. They will consider how they can better give their whole souls to God as they seek His forgiveness.

Ideas for Teaching

CHAPTER 9

Faith in Jesus Christ invites the power and strength we need to repent and feel forgiven.

• You may want to begin class by inviting a student to summarize the story Elder Andersen shares in the first three paragraphs of chapter 9. (Consider inviting someone before class to be ready to summarize the account.) Or you could show the video “Faith in Jesus Christ” (2:54), in which Elder Andersen recounts the story.

After the video you might ask:

○ Why do you think coming to know the Savior is more powerful in our repentance than just focusing on methods of change?

○ What truth would you say Elder Andersen is teaching with this story? (Help students identify a truth similar to the one in the section heading above.)

• Remind students that later in this chapter Elder Andersen talks about the teachings and experiences of Amulek and Enos. Consider inviting half of the class to read Alma 34:8, 15–18 and the other half to read Enos 1:5–8. Invite both groups to look for what these verses teach about faith leading to repentance and forgiveness. You might then discuss one or more of the following questions:

○ Why do you think Amulek taught the people about the Savior’s Atonement before talking to them about repentance?

○ What did the Lord teach Enos about how his guilt could be swept away?
What do you know about Jesus Christ that helps you believe He has the power to help you change and feel forgiven?

Our faith in Jesus Christ will grow as we make room for Him and His teachings in our lives. We can nourish our faith in our Savior through diligence and patience.

- You might write the following question on the board: How can I increase my faith in Christ? You could then invite students to share how they would answer this question. (Encourage students to draw on what they learned during their study of chapter 9.) Consider using students’ comments to transition into one or more of the following activities or questions that could help deepen their desire to increase their own faith in Christ:

  - Invite students to read Alma 32:27–29, 41–42 and look for truths that teach how we can nurture our faith. Students may identify truths similar to the ones identified in the section heading above.
  - What can we do to make additional room in our hearts for the Savior and His teachings?
  - How would you explain to someone else the process of nourishing their faith in Jesus Christ?
  - Give students time to read individually or in small groups the last three paragraphs of chapter 9 (beginning with “Experiencing the miracles of God . . .”), and invite students to look for practical ways to increase their faith in Jesus Christ. You might also lead students to discuss what Elder Andersen promises to those who build a foundation of faith on the Savior.

- You could invite students to ponder what they feel they should do in their lives to increase their faith in Christ. Give them time to record a plan for how they will move forward. You may want to provide an opportunity for students to share their plans so they can learn from each other.

CHAPTER 10
Forgiveness can come only from Heavenly Father and Jesus Christ.

- You might invite students to share what impressed them most from chapter 10 about the need for a relationship with Heavenly Father and His Son. You could then review the first two paragraphs of chapter 10 and help students identify a truth similar to the one stated in the section heading above. You might then discuss one or more of the following questions:

  - Why do you think that “heartfelt communications” (first paragraph of chapter 10) with our Heavenly Father are at the center of our repentance and forgiveness?

  - Why is it more effective to first acknowledge our sins to Heavenly Father and our Savior rather than turning initially to family, friends, recovery programs, or counseling in order to repent? What might be wrong with relying only on a repentance “checklist”? (see paragraph 4).

  - How should we approach our Heavenly Father when we are sincerely repenting? (You might invite students to look in the first four paragraphs of the section “Crying unto the Lord” for ideas.) Why?

- Consider inviting students to think of examples from the scriptures of people who pled with God for forgiveness. As students share, you might ask what we can learn from their example. If needed, here are a few scripture references you could use as examples: Enos 1:1–4; Mosiah 4:1–2; Alma 36:17–18. (You might invite students to do this activity in small groups.)

The Lord will forgive and redeem those who offer their whole soul to Him, holding nothing back.

- You might review Omni 1:26 and ask students to discuss what they think it means to offer our whole souls to God. As part of your discussion, consider reading the first two paragraphs under
the heading “Offering Our Whole Soul unto God” and identifying a truth similar to the one found in the section heading above. You might then discuss the following question:

- What are some things that might prevent someone from offering their whole soul to God as they seek repentance?

- Consider discussing how praying vocally can add power to our prayers. (See paragraphs 3–8, which begin “As we humbly come . . .,” under the heading “Offering Our Whole Soul unto God.”)

 Invite students to ponder their relationships with their Heavenly Father and Savior and prayerfully consider what they will do to offer their whole souls to God as they repent and seek forgiveness.

For Next Time

Consider inviting students to think about the following questions as they study chapters 11 and 12 of *The Divine Gift of Forgiveness*: How does the devil try to deceive us in order to prevent our repentance? How can we recognize his deceptions and resist them? How can fear and pride keep us from repenting?
WEEK 7 TEACHER MATERIAL

Overcoming Barriers to Repentance by Relying on Jesus Christ

During this lesson, students will identify and discuss tactics the devil uses to deceive us in order to hinder our repentance. Students will be encouraged to plan what they will do to resist and overcome these deceptions by building their lives on the foundation of Jesus Christ. Students will also have an opportunity to explain how fear and pride work to impede repentance and to identify ways they can overcome these barriers by relying on Jesus Christ and following His example.

Ideas for Teaching

Note: Be careful not to spend too much time on the first section on the teachings from chapter 11 that focuses on Satan’s deceptions. Students will benefit even more from discussions on how to move past these deceptions and rely more on the Savior.

CHAPTER 11
As we seek to repent and more closely follow the Savior, the forces of the adversary will attempt to thwart our resolve.

• You might begin class by asking a student to read the statement by the Prophet Joseph Smith found in the third paragraph of chapter 11 (a similar idea is also found in the first paragraph of the chapter). You might then invite students to share examples from scripture, their own lives, or the lives of others they know that illustrate this truth. You could then discuss one or more of the following questions:

  ◦ Why is this an important truth to remember as we seek to repent?

  ◦ What are some of the most effective deceptions Satan uses to keep us from repenting? (If necessary, have students review what they read in the sections titled “Deceptions” and “Appeal to Delay Repentance.”)
What are some of the dangers and pitfalls of procrastinating our repentance? (See, for example, Alma 34:33–35 and Helaman 13:38.)

What has helped you to recognize and resist Satan’s deceptions?

Consider watching the video “The Enemy’s Distraction” (2:21) and inviting students to share how we can liken Elder Andersen’s description of the Devil’s Throat at Iguazu Falls to the temptations of the devil. You could review with the class Elder Andersen’s interpretation of why he feels this portion of Iguazu Falls is named the Devil’s Throat (see paragraphs 2–3 of the last section, “Devil’s Throat”). You might also invite students to compare Elder Andersen’s analogy to Nephi’s description of the devil’s tactics in 2 Nephi 28:19–22. You could then discuss this question:

What are your thoughts or your feelings as you hear Elder Andersen, as one of the Lord’s Apostles, bless you at the end of this video? (In this part of the video he says, “As you put the Savior first in your life . . . you’ll know when the adversary is trying to distract you, and you will move ahead. I bless you that you will be able to do this.”)

Building our foundation on Jesus Christ will help us to withstand Satan’s power.

If possible, display an image of a roaring lion, such as the accompanying image. Ask students to recall what Elder Andersen taught by comparing Lucifer to a roaring lion in a zoo. (If needed, review with students the first two paragraphs of the section “The Adversary’s Influence Is Nothing Compared to the Power of God.”) Help students understand that the adversary has no power over us unless we permit it.

To help students consider our best defense against the cunning deceptions and temptations of the devil, read Helaman 5:12 or the last two paragraphs of chapter 11. Consider identifying a truth similar to the one shared in the section heading above and then discussing one or more of the following questions:

What do you think it means to build our foundation on Jesus Christ? What have you done to build your foundation on Christ?

What attributes does Jesus Christ possess that cause you to want to build your foundation on Him?

Why is building our foundation on Jesus Christ our best defense against the deceptions of the devil?

Consider reading together Elder Andersen’s testimony in the last sentence of chapter 11. You might then provide students with some time to ponder and write a plan for how they will build, or continue building, their lives on the foundation of Jesus Christ. You might also invite students to consider what help they may need from Heavenly Father and the Savior to resist the temptations and deceptions of the devil.

CHAPTER 12

The twin bullies of fear and pride work to impede our repentance.

Consider reviewing with students the bulleted list of thoughts at the beginning of chapter 12. You might invite students to silently identify any of
these thoughts that may have been, or currently are, barriers to their own repentance.

- Read together the third paragraph of the chapter (the paragraph that comes after the list), which begins “Many words can describe . . .” Then help students identify a truth similar to the one in the section heading above. You might then ask:

  ◦ Why do you think Elder Andersen refers to fear and pride as “twin bullies”?

  ◦ What would you teach a friend about fear and pride if he or she were worried about repenting? (You could give students a few minutes to review the sections in chapter 12 titled “Fear” and “Pride” to help them answer this question.)

- You might invite students to choose two or three statements from the list of excuses at the beginning of the chapter and have them identify how each could reflect fear or pride.

**The perfect love of Christ can cast out our fears.**

- Consider inviting students to study 1 John 4:18 and Moroni 8:16, looking for the remedy to fear. You could help students identify a truth like the one in the section heading above. You might then discuss one or more of the following questions:

  ◦ What do you think “perfect love” means? How do we feel it? (As part of your discussion, consider reading the statements by Elders Dieter F. Uchtdorf and David A. Bednar of the Quorum of the Twelve Apostles in paragraphs 2–4 of the section “Love Casteth Out Fear.”)

  ◦ Why is it important to understand that although our fears may not be totally eliminated, they can be quieted and controlled with the Lord’s help?

  ◦ When have you experienced the Lord helping you to quiet or to overcome your fears? What can you do to experience His help more often?

**As we humble ourselves as a little child, we care less about our own ego and more about submitting our will to Heavenly Father’s will.**

- Ask students what they think the remedy to pride is. As part of the discussion, you could review the fourth paragraph of the section “Becoming as a Little Child” and help students identify a principle similar to the one in the section heading above. Consider displaying an image of a child or of Jesus with children and discussing one or both of the following questions as a class:

  ◦ What do you think the Savior meant when He invited us to become like little children? (As you answer this question, you might read and discuss Mosiah 3:17–19.)

  ◦ What are some ways the Savior exemplified what it means to be humble and submissive like a little child?

- Consider reviewing the story of Philippe Moreau (see the section “Becoming as a Little Child,” paragraphs 7–16 [which begin “I was called as . . .”]) and inviting students to discuss how fear and pride held Philippe back and how love and humility gave him strength to move forward. Testify that it is never too late to humble ourselves and reach out to the Savior.

- Provide students time to ponder how fear or pride may be preventing them from repenting and growing spiritually. Invite students to prayerfully consider what they will do to further invite the Savior’s love into their lives and more fully follow His example of humility.
For Next Time

You might invite students to identify as they study chapter 13 some common misconceptions about repentance. They may have seen these misconceptions delay repentance in their own lives or in the life of someone they know. You could invite students as they study chapter 14 to look for how Elder Andersen defines repentance and how continual repentance can become a way of life for us.
WEEK 8 TEACHER MATERIAL

The Road to Forgiveness

In this lesson, students will identify four common misconceptions about repentance and plan how to avoid these detours on their personal road to forgiveness. Students will also consider how repentance includes both turning away from sin and turning toward the Savior. They will also have the opportunity to plan how they can more fully come unto Christ.

Ideas for Teaching

CHAPTER 13
If we are not careful, some misconceptions can be detours on our way to forgiveness.

• Consider beginning class by reviewing or inviting a student to summarize the story of Elder and Sister Andersen taking a detour on their way to a mission home in the Philippines (see the first four paragraphs of chapter 13). Invite students to share how this story could be likened to our efforts to repent and feel forgiven. You might then read the sixth paragraph of the chapter (which begins “Sometimes as we begin . . .”). Consider drawing a road on the board with several detours and adding to the drawing as students share during class.

• You might invite students to identify the detours to repentance they discovered from their study of chapter 13 and share how each detour can delay repentance and lead us away from reliance on the Savior. This may lead to discussing the detours to repentance in a different order than they appear in the book, which is fine. You might use the following principles and teaching ideas to help in your discussion.

1. Repentance is not a punishment for sins. Rather, repentance relieves the guilt, pain, and suffering caused by sin.

   ◦ You might use the second paragraph in the “Detour #1” section (which begins with “A person cannot suffer . . .”) to help students identify truths similar to those stated in the section heading above. (See also Doctrine and Covenants 19:4, 16–18.) You might then discuss one or both of the following questions:

   ▪ What is the difference between suffering for your sins and suffering because of your sins?
How does Elder Andersen’s analogy of cancer and surgery help clarify the relationship between sin, suffering, and repentance?

2. Repentance is not simply a checklist; it must be centered in Jesus Christ.
   - Invite students to review the first paragraph in the “Detour #2” section if needed, and then consider discussing one or both of the following questions:
     - In what ways can thinking about repentance as a checklist delay our true repentance?
     - How does Elder Andersen reframe the steps (the five Rs) of repentance?
   - You could also review the list of the five Rs in the “Detour #2” section and invite students to talk about how centering each of those steps in the Savior could provide spiritual power and perspective to an individual seeking to repent.

3. Repentance is not just changing behavior; it is turning toward the Savior.
   - You might invite students to think about what is wrong with believing the misconception expressed in the third detour. You could then discuss the following question:
     - How could this detour delay repentance or prevent us from relying on the Savior?
   - As students talk about this detour, choose one or more of the paragraphs in the “Detour #3” section to help identify a truth similar to the one stated just above. (Elder Andersen expands on this idea in the next chapter.)

4. Repentance alone does not redeem us. Jesus Christ is the Giver of our forgiveness.
   - You could use the first paragraph of the “Detour #4” section to help students identify a truth like the one stated just above. You might also invite students to talk about why they think this truth is important to understand.
   - Consider giving students a few minutes to ponder and write about what ideas they have regarding repentance that may need to change as they repent and seek the Lord’s forgiveness.

CHAPTER 14
Repentance is turning away from our sins, turning toward the Savior, and coming unto Him.

- Consider starting this section with a small object lesson. Invite a student to stand on one side of the room while you place a picture of Jesus Christ on the opposite side. Ask the student to begin walking toward the picture. Then have the student stop, turn away from the Savior, and walk in a different direction, representing a choice to sin. Ask the class how this action can be corrected.

Invite the class to share how President Russell M. Nelson defined the word repent (see the first three paragraphs of the section “Turning Away from Our Sins” or President Nelson’s talk “We Can Do Better and Be Better” [from time code 0:50 to 2:57]).

Ask the class what the student needs to do to repent. Then have the student turn around, back toward the picture of the Savior. Ask the student to begin walking again toward the picture of Jesus Christ. Help students identify a truth similar to the one stated in the section heading above. You might then discuss one or both of the following questions:

- How would you describe the difference between true repentance and merely changing our behavior? (If needed, refer to the fourth paragraph in the section “Turning Away from Our Sins,” which begins “But this change is . . .”)

You could use the first paragraph of the “Detour #4” section to help students identify a truth like the one stated just above. You might also invite students to talk about why they think this truth is important to understand.

- Consider giving students a few minutes to ponder and write about what ideas they have regarding repentance that may need to change as they repent and seek the Lord’s forgiveness.

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Ask the class what the student needs to do to repent. Then have the student turn around, back toward the picture of the Savior. Ask the student to begin walking again toward the picture of Jesus Christ. Help students identify a truth similar to the one stated in the section heading above. You might then discuss one or both of the following questions:

- How would you describe the difference between true repentance and merely changing our behavior? (If needed, refer to the fourth paragraph in the section “Turning Away from Our Sins,” which begins “But this change is . . .”)
What have you done to come unto the Savior in meaningful ways as you repent?

Repentance is not an event but a way of life.

- You might invite the class to read the first sentence in the section “A Way of Life” and then ask:

- What do you think Elder Andersen means when he says repentance is a way of life? What are some ways that we can make repentance a way of life?

- Consider concluding class by giving students time to read and think about the last two paragraphs of chapter 14 and ponder how they could come closer to the Savior. You might invite students to set a goal or reminders to act on what the Spirit prompts them to do.

Note: If time permits, consider showing the video “Preparing to Serve” (2:43) at the end of class. This video can help students see how chapter 16 applies to them even if they are not planning on serving a full-time mission any time soon.

For Next Time

Invite students in the coming week as they study chapter 15 to look for what “three friends” Elder Andersen says will accompany them on the road to forgiveness.

For chapter 16, invite students to look as they read for things that apply to them in their lives right now. If you were unable to share the video “Preparing to Serve” (2:43) at the end of class, consider sending students a link to the video early in the week and encouraging them to watch the video before reading chapter 16.
A Broken Heart, a Contrite Spirit, and Godly Sorrow

In this lesson students will have the opportunity to explore the meanings of the terms “broken heart,” “contrite spirit,” and “godly sorrow.” Students will explain why cleanliness and worthiness in missionary service is essential. They will also hear and share testimony of the Savior’s willingness to help them as they repent and change.

Ideas for Teaching

CHAPTER 15
A broken heart, a contrite spirit, and godly sorrow are essential conditions of repentance.

• You might begin class by inviting students to share what parts of chapter 15 were most meaningful to them. As students share, you could identify a truth similar to the one in the above heading.

• To deepen students’ understanding of this truth, you could divide the class into three groups and assign each group to read one of the following passages from the chapter, looking for what it means to have a broken heart, a contrite spirit, or godly sorrow:

  1. The sixth paragraph of the chapter and the bolded definitions that follow

  2. Paragraphs 14–15 (which begin “Sin would be . . .”)

  3. Paragraphs 2–3 of the section “Godly Sorrow,” which share a statement by President Ezra Taft Benson

Invite students to share what they find.

• Consider displaying the accompanying images of Jesus with little children and a tree bending in the wind (or similar images you find).
Then watch the video “A Broken Heart, Contrite Spirit, and Godly Sorrow” (3:58). Invite students to share what they learn from the metaphors of little children and a tree in the wind that Elder Andersen uses to teach about these “three beloved friends.”

You could then ask one or more of these follow-up questions:

- In what ways do these three friends (a broken heart, a contrite spirit, and godly sorrow) help us on our journey toward being forgiven? How are the three things connected? How are they different?

- How can these “beloved friends” influence our relationship with Jesus Christ? How do they help us to be more than just cleansed from our sins?

- How can we invite these friends into our lives?

- To add to your discussion about having a broken heart and a contrite spirit, you might read 3 Nephi 9:20–22 as a class. For context, you might explain that the Savior spoke these words to the descendants of Lehi during the three days of darkness after His death. He announced to the people that now instead of animal sacrifices, they should offer their broken hearts and contrite spirits. You might then share and discuss the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles: “The real act of personal sacrifice is not now nor ever has been placing an animal on the altar. Instead, it is a willingness to put the animal that is in us upon the altar—then willingly watching it be consumed! Such is the ‘sacrifice unto [the Lord of] a broken heart and a contrite spirit.’ (3 Nephi 9:20.)” (Meek and Lowly [1987], 94).

- To add to your discussion about godly sorrow, consider reading 2 Corinthians 7:9–10 together and then talking about the differences between worldly sorrow and godly sorrow. As an illustration of worldly sorrow versus godly sorrow, you might use the conversation between Kim and her bishop from the section “A Young Woman Preparing for Marriage.”

- Testify (or invite students to testify) of the blessings of having the three friends with us on our journey toward forgiveness.

CHAPTER 16
To qualify for the companionship of the Holy Ghost, missionaries need to be worthy and clean before the Lord.

- To help everyone in your class feel the applicability of this chapter, you might remind them that prophets have encouraged every member of the Church to become missionaries and help gather Israel. (See, for example, David A. Bednar, “Becoming a Missionary,” Ensign or Liahona, Nov. 2005, 44–47; Russell M. Nelson and Wendy W. Nelson, “Hope of Israel” [worldwide youth devotional, June 3, 2018], supplement to the New Era and Ensign, ChurchofJesusChrist.org; and Russell M. Nelson, “Sisters’ Participation in the Gathering of Israel,” Ensign or Liahona, Nov. 2018, 68–70.)

- Invite students to imagine they are being called to serve the Lord as a missionary, starting in one month. What would they do to prepare? Consider reviewing some of the choices Elder Andersen made in preparation to serve a mission when he was young (see paragraphs 4–7 of chapter 16, which begin “The Lord provided . . .”). Consider also reading paragraphs 9–10 (which begin “In all of your preparation . . .”). Help students identify a truth similar to the one stated in the section heading above.
• Ask students why they think it is essential to be worthy and clean if we want to help in God’s great work of gathering Israel. You could watch the video “Stay within the Lines” (5:10) to help deepen your discussion.

• Alma preached to the people of Zarahemla at a time when they had great need to repent. Examine your own heart as you read some of the questions he asked them as recorded in Alma 5:6, 14–29. You could then discuss how prayerfully studying and pondering these questions can help someone to have a change of heart.

• Consider inviting students to share anything that was particularly meaningful to them from the two letters included in chapter 16. If students do not have much to share, you might give them a few minutes to review one of the letters and then invite them to share thoughts, feelings, and impressions they have. You might also ask what the two young men discussed in the letters came to realize and understand about Jesus Christ, His character, and His power.

The Lord will strengthen us and help us to repent.

• You might invite students to review paragraphs 10–15 of the section “Every Missionary Needs to Be Worthy” (which begin “If you are unsure . . .”) and to look for promises and words of encouragement that might give hope to someone who is afraid of confessing his or her sins to a priesthood leader. Help students identify a truth such as the one stated in the section heading above.

You might also invite students to testify of this truth (without divulging past sins). Ask students to share what relying on these promises has done for their relationship with and love for the Savior.

• Consider asking one or more of the following questions toward the end of class:
  ◦ What have we read or discussed today that you have felt strongly about or that you have a testimony of?
  ◦ How have the chapters we discussed today helped you to better understand or know our Savior Jesus Christ?
  ◦ What have we read or discussed today that gave you hope for the future or gratitude for the gospel of Jesus Christ?

• You might also read the last three paragraphs of the chapter (which begin “If you are now . . .”) to end class with Elder Andersen’s testimony.

For Next Time

Encourage students to study chapters 17 and 18 in preparation for the next week. For chapter 17, you might invite them to look for the role angels can play in our repentance. You could also encourage them to reflect on how their repentance may affect their ancestors and descendants. For chapter 18, you could invite students to consider how honesty or dishonesty can affect their efforts to repent and be forgiven.
Help from beyond the Veil and Uncompromising Honesty

In this lesson students will have the opportunity to discuss the role of angels in repentance and the effect that our repentance might have on our past, present, and future family. They will also identify how dishonesty affects our efforts to repent and how it is connected to pornography. And they will have the opportunity to commit to be uncompromisingly honest in their repentance.

Ideas for Teaching

CHAPTER 17
Angels can help to bring about repentance.

Note: As you teach this lesson, make sure you keep class discussion focused on the text of Elder Andersen’s teachings in chapter 17 and the related scripture references. Be careful to avoid speculation, as there is much about this topic that has not yet been revealed.

• You might begin class by inviting students to share anything that they enjoyed or learned while reading chapter 17.

• Consider reviewing the first three paragraphs of chapter 17 as a class and identifying a truth similar to the one shared in the section heading above. You might then discuss one or more of the following questions:

  o What do Elder Andersen and the scriptures teach about the role angels can play in our repentance?

  o What did Elder Andersen and President Joseph F. Smith teach about how our ancestors feel about us? (see paragraphs 5–6 in the first section of the chapter, which begin “Many times those most . . .”).

• You might invite students to relate what they learned from the experience of the woman recorded in paragraphs 8–26. (You could give students a few minutes to read and reflect on this account before discussing it, if needed.)
Our repentance will benefit our ancestors and our posterity.

- You might review paragraphs 2–6 of the section “The Wonderful Link,” looking for how our repentance relates to our past and future family. Ask students to report what they found and identify a truth like the one stated in the section heading above. You might then ask one or both of the following questions:
  
  ◦ In what ways does Elder Andersen say that we, our ancestors, and our posterity are tied together?
  
  ◦ How might our repentance bless “those who have gone before and those who will follow us” (paragraph 5)? (You might also discuss the statement that “our footprints will be seen in homes and on paths where we will never walk.”)

- You could also invite students to talk about what they learned from President Russell M. Nelson’s experience shared in the section “Angels Are Part of the Lord’s Work.” (You could watch his talk “The Price of Priesthood Power” from time code 0:56 to 5:41 to enhance your discussion.)

- You might also invite students to ponder on how our repentance might affect our past, present, and future family.

- You could invite students to share what has been most meaningful to them from the discussion so far. You could also read the last two paragraphs of the chapter (which begin “President Joseph F. Smith spoke . . .”) and testify of the help we can receive to repent from both sides of the veil.

- As a class or in small groups you might discuss the following questions:
  
  ◦ Why is it important to understand that honesty is a characteristic of God and that the devil is “the father of all lies”? (see paragraphs 1–5 at the beginning of the chapter). How can understanding these truths help us to change?
  
  ◦ Why do you think there can’t be true repentance or forgiveness without complete honesty? How might partial honesty delay the repentance process?

- You might draw students’ attention to the sentence in paragraph 6 beginning “In any form . . .” and ask students to list some forms or examples of dishonesty that can keep a person from repenting and turning to the Lord. (These examples might include lying to ourselves or others about the seriousness of our sins, withholding information, not fully confessing our wrongdoing, hiding our sins, and so on.) Consider giving students a minute to ponder the list on the board and determine how they might strive for complete honesty in their own lives.

- You might use portions of paragraphs 6–8 (which begin “The Savior constantly . . .”) found at the beginning of the chapter to help students identify a truth similar to the one stated in the section heading above.

The plague of pornography in the world is frequently connected to dishonesty.

- To introduce the topic stated in the section heading just above, you could read the statement by President Nelson in paragraphs 3–5 of the section “The Character of God.” You might then discuss one or more of the following questions:
  
  ◦ Why do you think Elder Andersen would include teachings about the plague of pornography in a chapter about honesty? (You could identify a truth similar to the one in the section heading at this point.)
○ How did President Nelson describe pornography? What must we do to avoid this form of deception and dishonesty?

○ What do you think it means to be “righteous in the dark” (see paragraph 1 in the section “Living the Truth”), and how do we do that?

• You could also read Doctrine and Covenants 63:16–17, 20 (referenced in the section “Living the Truth”). You could then ask students what this passage teaches about lust, what lust leads to, and how lust and dishonesty are connected.

• If you feel your students would benefit from seeing it, you might watch the video “Overcoming Pornography Addiction: The Healing Power of Jesus Christ” (5:47), which depicts how the Lord helped a husband overcome his pornography addiction and also helped heal his wife and family. What can we learn from this experience about the Savior’s power to heal?

• Consider reviewing the first paragraph of the section “The Character of God” as well as the ninth paragraph of that section (which begins “When I kneel . . .”). You could then invite students to prayerfully consider the questions in paragraph 9 and record what they feel the Lord would have them change.

• You might conclude by inviting students to silently read the last three paragraphs in the chapter and to ponder how the Holy Ghost has strengthened and can continue to strengthen them in their determination to be honest.

For Next Time

Encourage students to study chapters 19 and 20 in preparation for the next class. Invite them to come to class prepared to share what they learned, thought, or felt about confessing and forsaking sins as they studied chapter 19. Invite them to ponder the following questions as they study chapter 20:

What does it mean to make generous restitution?
What should we do if someone else has harmed us but made no attempt at restitution?
Confessing and Forsaking Sins and Making Generous Restitution

After studying this lesson, students will discuss how to confess and forsake their sins. They will also identify how to know when their sins have been forgiven and how to move forward with faith in Jesus Christ and His Atonement. Students will discuss what it means to make generous restitution. They will also have the opportunity to testify of the Lord’s ability to bring peace, healing, and forgiveness when others have offended or harmed them.

Ideas for Teaching

CHAPTER 19
Confessing and forsaking sin are vital steps of repentance.

• You might begin class by inviting students to share anything they would like to that they learned, thought, or felt as they studied chapter 19. Be prepared to incorporate the following teaching ideas into the discussion as students share. You might also read Doctrine and Covenants 58:42–43 as a class and identify a truth like the one in the section heading above.

• Consider inviting students to each choose one of the first four sections of the chapter to review. Give students a few minutes to review their section and then share (as a class or in small groups) something that stood out to them. To help deepen students’ learning, you might also discuss some of the following questions either in groups or as a class:

  ◦ Why do you think confessing our sins is an essential part of repentance?

  ◦ What is involved when confessing a sin? Who should we confess our sins to?

  ◦ What should our motive be when confessing our sins to those we have hurt?

  ◦ What sins must be confessed to a priesthood leader? Forgiveness comes from God, so why do we need to confess to a priesthood leader in the case of serious sins?

  ◦ What counsel from Elder Andersen did you find helpful for someone who is struggling to
forsake (or give up) a sin? (Consider giving an example or scenario of someone who is trying to forsake a sin like viewing pornography, drinking alcohol, or getting angry, and ask how this person might follow Elder Andersen’s counsel.)

- You might point out the line “Once we have truly left the sin behind, we do not dwell on it, relish in it, or talk about it widely with others” (paragraph 7 of the section “Forsaking Sin”). You could then discuss one or both of the following questions:
  - Why should we generally not discuss past sins?
  - When it comes to sharing past sins, what counsel did Elder Andersen give to couples who are beginning to date compared to those who are contemplating getting married?

- How can focusing on Jesus Christ and His Atonement help us put our sins and others’ sins in the past? As part of your discussion, you might watch the video “Reclaimed” (3:26).

When a sin has been confessed and forsaken, we go forward, trusting in the power of the Savior’s Atonement.

- You might ask students to silently consider if they have ever felt troubled by past sins that they have repented of but still remember. Read the first paragraph of the section “Knowing When Sins Have Been Forgiven” together with the class. Then ask students what Elder Andersen taught that can help someone who may feel troubled by the memory of past sins.

- Near the end of the chapter Elder Andersen shares a story of when he was a mission president working with an elder who worried about whether he had been forgiven for a past serious transgression. You could summarize or invite a student to summarize the story and then read the last paragraph of the chapter to help students identify a truth similar to the one found in the section heading above. You might then ask one or both of the following discussion questions:
  - How might we resist Satan’s attempts to discourage us with the memories of our past sins?
  - When you do remember your sins, how can you choose to think of them in a way that will encourage you rather than discourage you?

CHAPTER 20
If we sincerely desire to repent, we will make generous restitution for our sins.

- To begin this part of the discussion, you might invite students to share anything from chapter 20 that was particularly meaningful to them.

- Consider reading portions of the first three paragraphs of this chapter as a class and helping students to identify a principle similar to the one in the section heading above. You might then discuss one or both of the following questions:
  - What does generous restitution mean to you?
  - What examples from the scriptures can you think of that show how individuals made restitution for their sins? (If students need ideas, you could talk about Paul [see Acts 9:13–22], Alma the Younger and the sons of Mosiah [see Mosiah 27:32–36], or Zeezrom [see Alma 15:11–12].)

- Consider inviting students to share what they have learned about situations where full or adequate restitution may not be possible. (As part of your discussion, you could ask students to review as a class portions of paragraphs 1–6 of the section “Not Quickly or Easily Resolved” as well as the last two paragraphs of that section [which begin “Repentance means much more . . .”].) You might then share and discuss the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles: Restoring what you cannot restore, healing the wound you cannot heal, fixing that which you broke and you cannot fix is the very purpose of the atonement of Christ.
When your desire is firm and you are willing to pay the “uttermost farthing” [see Matthew 5:25–26], the law of restitution is suspended. Your obligation is transferred to the Lord. He will settle your accounts. ("The Brilliant Morning of Forgiveness," *Ensign*, Nov. 1995, 19–20)

God has power to comfort, heal, and bring peace to us when we have been harmed by others.

- Consider asking a student to recount the experience of the young adult found in the section “Not Quickly or Easily Resolved,” and discuss how Heavenly Father comforted her. You might also read together paragraph 12 of that section (which begins “You may never . . .”) and help students identify a truth like the one stated in the section heading above.

- You could discuss with students what they found to be most helpful from the section “God’s Love for Those Who Have Been Abused” (you could give students a few minutes to review the section first, if needed).

- You might invite a few students to testify of how God has comforted, healed, or brought peace to them after they have been offended or harmed by someone else. (Be sure students understand that you are not asking them to share how they were harmed but rather how God was able to help them. The next lesson will specifically address forgiving others.)

- You could conclude class by inviting students to record the thoughts, feelings, or impressions they have had during their study and discussion of chapters 19 and 20. Invite them to act on anything they feel inspired to do.

For Next Time

Encourage students to study chapter 21 in preparation for the next week. You might invite them to look for truths that will help guide them in forgiving those who have hurt or offended them. You could also encourage students to ponder the Savior’s role in helping us to forgive and the healing that can come from forgiving others.
Forgiving Others

During this lesson students will discuss the need to forgive others and the role that Jesus Christ plays in their efforts to do so. They will have the opportunity to share their own experiences about healing from hurt caused by others. Students can also determine what they can do to receive strength from the Lord to forgive those who have wronged them.

Ideas for Teaching

CHAPTER 21
We are commanded to forgive all those who have hurt or sinned against us.

- Consider inviting students to share what stood out to them from chapter 21 and why that part was impactful to them.

- You might show the video “We Must Be Willing to Forgive Others” (3:57), in which Elder Andersen recounts an experience from chapter 2 about a woman who forgave her ex-husband. You might invite students to watch for and share what they learn from this video about the Lord’s gift to us of being able to forgive.

- Elder Andersen shared in the first part of the chapter several scriptures about forgiving others: Matthew 6:14–15; Luke 6:36–38; Doctrine and Covenants 64:9–10; and Mosiah 26:31. Invite students to review one of these passages and prepare to share what it teaches about forgiving others. After students share what they found, review the second paragraph of the chapter and identify a truth similar to the one in the section heading above. You could then discuss one or more of the following questions:
  - What did Elder Andersen teach about those who intentionally harm us or who make no attempt toward restitution?
  - Why can it sometimes be especially hard to forgive those who intentionally harm us or who appear to not be sorry about harming us?
  - Why is forgiving others worth the effort or struggle?

- Consider reviewing paragraphs 6–7 of the chapter (which begin “Forgiveness is not...”), looking for what forgiving others is and what it is not. You could then discuss one or both of the following questions:
◦ What is the Savior’s role in our efforts to forgive and be healed?

◦ Why is it helpful to understand that forgiving others does not mean excusing, condoning, dismissing, or even forgetting?

• You could review or ask a student to summarize the parable of the unjust servant found in Matthew 18:21–35 or in the section “God’s Mercy.” Then discuss how the parable can help us better understand God’s mercy as well as His command to forgive others.

• You might also share and discuss the following clarifying statement about forgiveness by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

It is . . . important for some of you living in real anguish to note what [the Savior] did not say. He did not say, “You are not allowed to feel true pain or real sorrow from the shattering experiences you have had at the hand of another.” Nor did He say, “In order to forgive fully, you have to reenter a toxic relationship or return to an abusive, destructive circumstance.” But notwithstanding even the most terrible offenses that might come to us, we can rise above our pain only when we put our feet onto the path of true healing. That path is the forgiving one walked by Jesus of Nazareth, who calls out to each of us, “Come, follow me.” (“The Ministry of Reconciliation,” Ensign or Liahona, Nov. 2018, 79)

Jesus Christ can heal our wounds when others have sinned against us.

• Consider summarizing or sharing part of Spencer Christensen’s account from the section “More Faith in Jesus Christ and His Atonement.” You could then ask, “How do we heal from devastating wounds caused by others?”

• You might review together the first paragraph in that same section and identify a truth like the one stated in the heading above. You could also review the second paragraph in the section and then ask the following questions:

◦ In addition to suffering for everyone’s sins, what additional price did Jesus Christ pay?

◦ How can understanding this help us to forgive others?

• You could review the account of Richard Norby (found in the last two paragraphs of the same section) and ask students what stands out to them. You could then discuss:

◦ How can remembering the breadth of the Savior’s sacrifice and suffering help us in our efforts to find healing?

◦ How has the Savior helped heal your wounds caused by others?

As our faith in Jesus Christ and our understanding of His Atonement grow, our ability to forgive others and feel forgiven will increase.

• You might review the account of Corrie ten Boom or Christopher S. Williams in the “Forgiving Others” section of the chapter. You could then invite students to share what they learned from these experiences about forgiving those who may have done terrible things to them or their families.

The following videos may be helpful as part of your discussion:

◦ Bishop Keith B. McMullin shares the account of Corrie ten Boom and how she was able to forgive in the video “We Must Forgive” (1:56).

◦ Christopher S. Williams shares how he was able to learn to forgive in the video “Forgiveness: My Burden Was Made Light” (8:25).

• Invite students to review the last five paragraphs of the chapter (which begin “President Russell M. Nelson . . .”), looking for truths about forgiving others. Ask them to list on the board the truths they identify (which could include a truth like the one stated in the heading for this
section). Invite students to choose a truth from the list and share what it means to them. You could then ask one or more of the following questions:

- Why is it important to understand that the Savior can grant us the ability to forgive?
- How can forgiving someone we might not think deserves it help us understand the power of the Atonement of Jesus Christ?
- How does relying on the Savior’s Atonement help us forgive others?
- How can we know if we have truly forgiven someone?

- Invite students to think about times when forgiving someone else has brought healing to their souls. You might invite a few students to share from their own experiences what they have learned about forgiving others. Consider bearing your testimony that the Savior will help us to forgive others as we exercise faith in Him.

For Next Time

Encourage students to study chapters 22 and 23 in preparation for next week. Consider inviting students to think about the following questions as they study:

- If forgiveness comes from Jesus Christ, why do serious sins need to be confessed to priesthood leaders?
- How can I know when I have been forgiven?
The Role of the Savior, Priesthood Leaders, and the Holy Ghost in Forgiveness

In this lesson students will have the opportunity to explain the roles of the Savior, priesthood leaders, and the Holy Ghost in the repentance process. They will review the purposes of Church membership councils. Students will also describe the Holy Ghost’s role as sanctifier and describe how to recognize when they have been forgiven or are in the process of being forgiven. They will have opportunities to share how they have come to know the Lord has forgiven them and what has most helped them to enjoy the companionship of the Holy Ghost.

Ideas for Teaching

CHAPTER 22
Forgiveness for our sins comes from our Savior Jesus Christ, not from the Church.

- You might begin class by inviting students to share anything from chapter 22 that stood out to them and why or by inviting them to ask any questions they have.
- Consider reviewing the first paragraph of the chapter as a class, looking for where forgiveness comes from (and help students identify the truth stated in the section heading above). You could then discuss the following question:

  ○ Why do you think it is important to remember that forgiveness comes from the Lord and not from a priesthood leader or the Church?

The First Presidency and Quorum of the Twelve Apostles delegate priesthood keys to local Church leaders to maintain a standard of worthiness for members as they participate in saving ordinances.

- You might review the last paragraph of the section “The Kingdom of God on Earth” (which begins “The power of priesthood keys . . .”) and help students identify a truth like the one stated just above.
- Consider asking students what role priesthood leaders have in helping people repent of serious sins. (As needed, you might review portions of
the first three paragraphs in the section “The Sacred Responsibility of Church Leaders”). You might then ask:

◦ How might a priesthood leader’s counsel and the temporary restriction of some privileges of Church membership be a blessing to someone seeking forgiveness? (As an example, you could share the account told by Elder John H. Groberg at the end of the section.)

• You might ask students what they learned about Church membership councils from their reading of chapter 22. (See also General Handbook, chapter 32 to help with questions and additional discussion on membership councils.)

• Consider reviewing Elder Andersen’s account in the last section of the chapter (“The Lord’s Redeeming Love and Forgiveness”) of a broken family that was miraculously healed. Ask students what they have learned and felt about the love, forgiveness, mercy, and grace of the Savior Jesus Christ toward those wounded by serious sin.

CHAPTER 23

The companionship of the Holy Ghost is evidence that we are being forgiven.

• Consider displaying the following questions and asking students to consider which they would most like to discuss:

  How can I know my repentance is working?
  How can I know when I’ve been forgiven?
  How can I forgive myself?

You might divide students into three groups based on the question they chose. As part of the activity, you could invite students to find and discuss statements in chapter 23 and in the scriptures that help answer their group’s question. After sufficient time, invite a few students to report what they learned and discussed in their groups. You might record on the board some of the truths they identify as they report. These could include the truth stated in the heading for this section.

• You could use some of the following discussion and follow-up questions to help students deepen their understanding and feelings about the truths they identified:

  ◦ What does the Holy Ghost’s role as “sanctifier” mean to you?
  ◦ How can it help to remember that the Spirit’s sanctifying influence and feelings of forgiveness often come gradually and gently rather than quickly and dramatically? (See the third-to-last paragraph of the chapter, which begins “Recognizing that we are . . .”)
  ◦ How have you worked to recognize the Holy Ghost in your life? (See paragraphs 9–16 in the section “The Sanctifier,” which begin “Paul teaches that . . .,” for several important ways we can recognize the Spirit in our lives.)
  ◦ In what ways is patience important in our efforts to feel forgiven? (You could review paragraph 18 of the section “Forgiving Oneself,” which begins “Elder Gerrit W. Gong reminds . . .,” as part of your discussion.)
  ◦ To help students better understand the role of the Holy Ghost in forgiveness, consider assigning each class member one of the following scripture passages to study: 2 Nephi 31:17; Mosiah 4:3; Mosiah 5:2; 3 Nephi 27:20. Invite students to share what they find.
  ◦ Consider showing the video “How Do We Know the Lord Has Forgiven Us?” (3:19), and discuss what Elder Robert E. Wells’s experience can teach us about forgiving ourselves and receiving the Lord’s forgiveness.

Invite students to share how they have known that they have been forgiven in the past. Their experiences may help others to understand and feel the validity of the truths taught in this chapter.
• You might conclude class by reading paragraph 21 of the section “Forgiving Oneself” (which begins “Once we have received . . .”) and encouraging students to determine what they might need to do to invite the Spirit’s constant companionship in their lives.

For Next Time

Encourage students to study chapters 24 and 25 to prepare for the next week. For chapter 24, you might invite them to consider how participating in the sacrament and temple worship can support their continual repentance. For chapter 25, you could invite students to look for how the Savior and His atoning sacrifice are central to overcoming the unrighteousness of the world and being born again.
WEEK 14 TEACHER MATERIAL

Daily Repentance and the Divine Gift of Forgiveness

In this lesson students will discuss and ponder how they can continue to come unto Jesus Christ through partaking of the sacrament, worshipping in the temple, and repenting daily. They will also explain what it means to overcome the world and be born again and will have the opportunity to share meaningful thoughts and feelings that have come from participating in this course.

Ideas for Teaching

CHAPTER 24

Daily repentance is liberating, ennobling, and crucial to our individual progression.

• Consider inviting students to share what they enjoyed most about chapter 24 and why they enjoyed it. You could also invite them to ask any questions they might have.

• Read the second and third paragraphs of the chapter together and identify a truth like the one stated in the section heading above. You might then ask:

  ◦ How do you think daily repentance might be the same or different from repenting of a single, more serious sin?

• You might provide students enough time to complete the self-evaluation Elder Andersen recommends in the first paragraph of the section “Daily Repentance.” You could invite students to imagine it is the end of the day and they are on their knees in private prayer asking themselves these questions. Afterward, you might ask how they think a deliberate, daily exercise like this could affect their individual spiritual progression.

Partaking of the sacrament sustains our efforts to continually repent.

• Consider dividing students into small groups and asking them to share what they learned in this chapter about the sacrament as it relates to repentance. You might also provide one or more of the following questions for them to discuss:
- When and how should we begin our preparation to partake of the sacrament?

- What does it mean to “always remember Him”? (paragraph 3 in the section “The Sacrament”). (You could review this paragraph as part of your discussion. You might also read and talk about Doctrine and Covenants 6:34–37 during the discussion.)

- What have you done that has made the sacrament a more meaningful experience for you? (You could review paragraph 2 of the same section, which begins “We approach the sacrament . . .,” for ideas.)

In the house of the Lord, we come to better understand how to take His name upon ourselves.

- Consider reading together the first paragraph of the section “The Name of Jesus Christ and the House of the Lord” and asking students what stands out to them. They may identify several truths, including the one stated in the section heading above. You might then discuss the following questions:

  - What does it mean to take Jesus Christ’s name upon us?

  - How has temple worship deepened your desire to repent and become more holy?

You might also invite students to ponder when they have felt promptings related to their repentance as a result of their temple worship.

- You could review the last paragraph of the chapter together and give students time to consider or write how they intend in the coming weeks to draw closer to the Savior through the sacrament, the temple, and continual repentance.

CHAPTER 25
Overcoming the world and being born again allow us to receive the Savior’s gift of eternal life.

- You might ask a student to be prepared to recount President David O. McKay’s dream recorded at the beginning of chapter 25. Ask students what President McKay learned about who would join the Savior in the “City Eternal.” Help students identify a truth like the one stated in the section heading above. You might then discuss one or both of the following questions:

  - What do you think it means to overcome the world?

  - What does it mean to be born again?

- You could divide the class into two groups. You might invite one group to review what Elder Andersen taught about overcoming the world in paragraphs 11–15 of the chapter (which begin with “How do we prepare . . .”). You could invite the other group to look for what it means to be born again as they study paragraphs 18–19 (which begin with “As we repent . . .”).

After students have had sufficient time to review the paragraphs, invite them to share what they found. You could list responses on the board under columns labeled “Overcome the world” and “Truly born again.” Consider giving students a minute to ponder what these truths might mean to them now and to their future.

Course Review

- It may be beneficial to discuss with the class what they have learned from this course that has meant the most to them. You could also talk about any particular ways Elder Andersen’s book or the class discussions have blessed their lives. Consider asking follow-up questions as students share things that have been meaningful for them, without getting too personal. Some possible follow-up questions include:

  - Why was that so meaningful to you?
◦ How will understanding that help you to receive forgiveness in the future?

◦ How will your new understanding help you to act differently in the future?

• Leave enough time for students to bear testimony of the Savior and what they have come to know as a result of this course. You might then read the final paragraph of chapter 25 together or watch the video “Living a Life of Daily Repentance” (3:05).

• You might conclude by sharing your own testimony about the power of forgiveness and the blessings it can bring.

You could also encourage students to take advantage of further opportunities to learn the gospel by enrolling in additional institute courses.